

Early career teacher induction: Literacy middle years

Introduction



Curriculum K-12 Directorate



Introduction

Purpose

The *Early career teacher induction: Literacy middle years* course has been developed in response to Strategic Action Area 4.0 *Professional learning* in the *State Literacy Plan 2006–2008*.

State Office will support schools and regions by:

Providing induction programs for early career teachers on how to teach literacy in a balanced, integrated way that includes evidence-based approaches to the teaching of literacy

Early career teachers induction: literacy component: literacy teaching in the K–4 years: a focus on the explicit teaching of reading, which was released in 2007, is also a response to this action area.

The course is intended to support teachers of Stage 3 and Stage 4 classes to assist students to achieve syllabus outcomes by incorporating literacy teaching practices.

Intended audience

This course is intended for early career teachers of Stage 3 and Stage 4 classes. Early career teachers are those teachers in their first three years of teaching.

As the course focuses specifically on the literacy requirements in the middle years of schooling, it is different to *Early career teachers induction: literacy component: literacy teaching in the K–4 years: a focus on the explicit teaching of reading*, which is intended for teachers of K–4.

Course organisation

The *Early career teacher induction: Literacy middle years* course includes four 180 minute workshops.

- Workshop 1: Literacy and the middle years
- Workshop 2: Literacy teaching and the Four Resources framework
- Workshop 3: Literacy teaching and NSW syllabus
- Workshop 4: Literacy and *Quality Teaching*

Workshops 1-3 include between session tasks for participants to complete prior to the next workshop.

Options for delivery will be best determined at a local level, and could include two whole day workshops, four half-day workshops or variations of both or either of those options. For participants to receive accreditation for completing the course, it is essential that all content is covered.

Course content is presented in:

- *Presenter's notes*, which include the workshop format and instructions for delivery of the workshop. These notes also include sample responses for handouts included in the session.
- *Participant's booklet*, which includes handouts for the session, information about



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the between session task and a reflection page.

- PowerPoint slides for the presenter.

Course content

The course includes four workshops.

Workshop 1 investigates the nature and particular needs of students in the middle years of schooling, and documents produced by the NSW Department of Education about literacy. The implications for classroom teachers are considered.

Participants develop

- understanding of the *State Literacy Plan 2006–2008* and the *Literacy K–12 Policy* and application in schools
- understanding of physical, social and intellectual development of students in the middle years, as well as exceptions to general patterns.

Workshop 2 investigates the literacy skills and understandings required by students in the middle years of schooling, and how literacy teaching can be incorporated in classrooms, supporting students with reading.

Participants develop

- understanding of a variety of appropriate resources and materials that engage students and support their learning
- understanding of the distinctive nature of the increasing technical and subject specific syllabus demands required of students in Stages 3 and 4.

Workshop 3 investigates the literacy expectations of syllabus documents and assessments. The workshop explores ways to support students to write effectively and to use speaking and listening for learning.

Participants develop

- understanding of the literacy demands of a KLA across Stages 3 and 4
- understanding of how to use assessment information to include literacy teaching into classroom practice
- understanding of some explicit literacy teaching required to address syllabus outcomes.

Workshop 4 makes connections between *Quality Teaching* and teaching students in the middle years, and using *Quality Teaching* to underpin planning a unit of work.

Participants develop

- understanding of physical, social and intellectual development of students in the middle years, as well as exceptions to general patterns
- understanding of how to use *Quality Teaching* to support student learning
- understanding of how to use *Quality Teaching* to program units of work.

There are between session tasks for each workshop for participants to complete. These tasks are detailed in Participant's booklets. Response time for the between session task is included in the following workshop.



Preparation

Before delivering each workshop, presenters will need to ensure they have:

- laptop and data projector
- electronic copy of PowerPoint presentation
- copy of Presenter's notes
- copies of Participant's booklets for all participants

It is important to read through the Presenter's notes prior to the session as there may be other requirements, such as chart paper, post-it notes etc.

NSW Institute of Teachers

The Professional Teaching Standards provide a common reference point to describe, celebrate and support the complex and varied nature of teachers' work. The teaching standards have been developed by the Institute of Teachers, the organisation responsible for the accreditation of New Scheme Teachers.

This course responds to particular Professional Teaching Standards which are identified at the beginning of each workshop. It is a registered professional development course and can be counted by early career teachers to achieve accreditation, or as a professional learning opportunity to maintain accreditation.

Course registration details can be obtained from the Professional Learning and Leadership Development website at

<https://www.det.nsw.edu.au/proflearn/courses/curregcour.html>.

